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ABSTRACT

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, state that no individual with a disability shall be excluded from participation or denied benefits from services or programs of a public entity on the basis of having a disability. The twenty-eight Florida community colleges hold a commitment to this law and make it their mission to maintain a high quality of education for students of all backgrounds. This handbook was created to help coordinators be more creative, informed, committed, and enabled to serve such students. Areas discussed are: (1) disability categories and suggested diagnosticians; (2) handling requests for accommodations and resolving student complaints; (3) substitution policies; (4) record keeping and annual reporting; (5) adaptive technology; (6) interagency agreements and resources for additional support; (7) key community college and university contacts; (8) support services by college and disability category; and (9) relevant laws, rules, and regulations. (CJW)

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ED 452 938

State Board of Community Colleges

FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

HANDBOOK

FOR

PROVISION OF SERVICES FOR STUDENTS WITH DISABILITIES

IN THE

FLORIDA COMMUNITY COLLEGE SYSTEM

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PREFACE

Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act, as amended, prohibit discrimination on the basis of disability. These laws state that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination under any program or activity which received or benefits from federal financial assistance. As public entities providing services, programs and activities, and as recipients of federal financial assistance, the 28 Florida community colleges are subject to compliance with these mandates.

The mission of each of the 28 community colleges reflects a commitment to be responsive to the educational needs and challenges of its local citizenry. In carrying out its mission, each college strives to maintain the highest possible quality of education while preparing its students for the work force. Each year, the colleges see increasing numbers of students with disabilities who are academically competitive. The colleges recognize that, if they are given access, opportunity and effective support services, these deserving students will become contributing citizens utilizing the full range of their potential.

The college coordinator of services for students with disabilities plays a pivotal role in promoting opportunity and the highest quality of life for the students they serve. Maintaining effective services, particularly while funding is decreasing, calls for greater coordination, efficiency and integration of services. The exchange of ideas, renewed efforts, the maximum pooling of resources and reinforcement regarding the legal mandates also contribute to the coordinators= success.

Comprised of college practitioners, the Task Force to Review the Needs of Students with Disabilities, established by the State Board of Community Colleges, has developed this handbook to assist the college coordinators. The Task Force determined that a desk reference, produced in loose-leaf style to accommodate inserts such as System changes and other updated information, would be useful to these designated college administrators. Therefore, the content of the handbook was based upon critical issues, concerns and challenges identified by the Task Force as relevant to the success of the coordinator. It is hoped that this manual will help college coordinators to be more creative, informed, committed and enabled to serve these deserving students effectively.

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SECTION 1

INTRODUCTION

SECTION 2

DISABILITY CATEGORIES, REASONABLE ACCOMMODATIONS, AND SUGGESTED DIAGNOSTICIANS

DISABILITY CATEGORIES, REASONABLE ACCOMMODATIONS AND SUGGESTED DIAGNOSTICIANS

hearing impairment/deafness: A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.

reasonable accommodations:

X generally double time is recommended as a reasonable accommodation, based on precedent-setting state tests such as CLAST.

X front row seating is advisable

X if an interpreter is used, the student=s view should include the interpreter and the instructor

X the instructor=s face should be within view of the student, with speech in natural tone, with no exaggeration of lip movement and no shouting

X when using an interpreter, one should speak directly to the student and not to the interpreter

X visual aids and the chalkboard should be used to reinforce spoken presentations when possible

X if requested, one should assist the student in identifying a note-taker

X when possible, one should provide the student with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audio-visual materials

X regular written communication with the student is advisable

X if the instructor is in front of a light source, (e.g., window) the student may experience difficulty in reading lips

X assistive listening devices should be made available to the students

X an instructor should be invited to encourage students to self-disclose in all categories of the disability relevant to varying instructional modalities

X rooms should remain partially lit when using audio-visual materials

X maintaining student confidentiality and privacy is essential

suggested diagnostician(s):

students are required to provide documentation of the disability from a diagnostician within the respective field (e.g., audiologist)

physical impairments: This disability may be one with partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis, polio, cancer, AIDS, cerebral palsy, head injury, or spinal cord injury. This category may also include such hidden disabilities as pulmonary disease, respiratory disorders, lupus, or epilepsy. Please refer to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act for a more detailed discussion of what constitutes a physical impairment.

reasonable accommodations:

X generally double time is recommended as a reasonable accommodation, based on precedent-setting state tests such as CLAST.

X classrooms/lab should be accessible or classroom locations may need to be changed

X one should be familiar with the building=s emergency evacuation plan and assure that it is manageable for students who are physically disabled

X the instructor should permit the use of a note-taker or tape recorder

X students with hand-function limitations may have difficulties both in the laboratory and in the classroom, doing in-class writing assignments and taking written tests

X instructors may give oral tests

X students may need a scribe/amanuensis

X maintaining student confidentiality and privacy is essential

X adaptive equipment/furniture may be requested and provided where possible

suggested diagnostician(s):

students are required to provide documentation of the disability from a diagnostician within the field (e.g., physician, vocational rehabilitation counselor)

learning disabilities: A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculation. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

reasonable accommodations:

X generally double time is recommended as a reasonable accommodation, based on precedent-setting state tests such as CLAST.

X one should be encouraged to present a variety of short assignments

X use color whenever possible, such as highlighting, color-coding, colored overlays

X one should encourage students to sit in the front of the classroom where they can hear well and see the chalkboard

X one should conduct careful academic planning to enable students to carry a reasonable academic load

X tutorial services may be provided

X readers, note-takers, note-taker notebooks, and scribes may be made available

X books, reserved readings and handouts should be available on audio cassette tapes

X students should be allowed to tape record classroom lectures

X the student should be encouraged to keep only ONE calendar with all relevant dates, assignments, and appointments

X students with learning disabilities are eligible for alternative testing (extended time limits, oral exams, taped exams, individually proctored exams in a separate room)

X institutions may offer individual diagnostic testing

X maintaining student confidentiality and privacy is essential

suggested diagnostician(s):

students are required to provide documentation of the disability from a diagnostician within the field (e.g., psychologist, psychiatrist, learning disability specialist)

visual impairment/blindness: Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one=s ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

reasonable accommodations:

X generally double time is recommended as a reasonable accommodation, based on precedent-setting state tests such as CLAST.

X one should provide information regarding Recordings for the Blind and Dyslexic

X one should provide written materials as early as possible

X one should consider using materials which enable students to use touch or the tactile modality

X one should allow students to use a tape recorder

X readers should be provided as necessary

X one should be encouraged to provide general aids to persons who are visually impaired such as magnifiers, Braille, large print, talking books, large print generating software, voice synthesizers, etc.

X one should describe the physical arrangement of the classroom and never change this arrangement without informing the student

X one should orient the student to location of restrooms and other important places on the campus

X one should verbalize while writing on the board

X where relevant to instruction, one should attempt to explain what orally is communicated with your body, hands and face

X low vision students will benefit from front row seating

X an instructor should face the class when speaking

X large print copies of classroom materials may be provided

X alternate test formats (oral testing, allow additional time, tape the student test questions, reader) may be necessary

X maintaining student confidentiality and privacy is essential

suggested diagnostician(s)

students are required to provide documentation of the disability from a diagnostician within the field (e.g., opthamologist, optometrist)

psychological/emotional disorders: A specific condition with certain sets of symptoms which are defined in the *Diagnostic and Statistical Manual of Mental Disorders (DSM IV)*. This manual is used by psychiatrists for determining diagnosis, treatment, insurance and medication coverage. These disorders may be hidden or, in fact, latent. Examples include but are not limited to the following: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), schizophrenia, autism, mood disorders, anxiety disorders, memory disorders, personality disorders, depression, eating disorders, abuse/survivor issues, and post-traumatic stress disorder. Please refer to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act for a more detailed discussion of what constitutes a psychological impairment.

reasonable accommodations:

X generally double time is recommended as a reasonable accommodation, based on precedent-setting state tests such as CLAST.

X quiet testing area with a proctor may be provided

X discussion with the student of appropriate classroom behavior and expectations may be needed

X referral to mental health provider may be necessary

X consistency with communication and interaction styles with students is recommended

X one should encourage students to keep a routine

X maintaining student confidentiality and privacy is essential.

suggested diagnostician(s):

students are required to provide documentation of the disability from a diagnostician within the field (e.g., psychologist, psychiatrist)

speech impairments: Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include but are not limited to the following: cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, or aphasia.

reasonable accommodations:

X generally double time is recommended as a reasonable accommodation, based on precedent-setting state tests such as CLAST.

X written speeches may be a possible alternative to oral presentations required in class

X provide the opportunity without compelling students to speak in class

X permit students the time required to express themselves without unsolicited aid in filling in gaps in their speech

X encourage students to repeat statements to provide clarity

X address students naturally

X a possible course substitution for the required speech class (AA degree) may be considered

X maintaining student confidentiality and privacy is essential

suggested diagnostician(s):

students are required to provide documentation of the disability from a diagnostician within the field (e.g., speech pathologist)

SECTION 3

HANDLING REQUESTS FOR ACCOMMODATIONS

AND

STUDENT COMPLAINTS

HANDLING REQUESTS FOR ACCOMMODATIONS: SUGGESTED PROCEDURES

X Where appropriate, be sure the student is provided with an interpreter, a reader, and/or adaptive equipment for communication during the conference or call

X Request the student to complete the appropriate forms to request accommodations and a written authorization to share information with appropriate service providers

X Request the student to provide documentation of his/her disability

X Inform service provider/teacher of the services/accommodations requested

X Refer the student to the appropriate community college support service (e.g. tutoring) or community agency provider (e.g. Division of Blind Services).

X Record the cost of accommodations (if applicable)

X Follow-up to ensure expedient, appropriate, and effective services and accommodations

HANDLING STUDENT COMPLAINTS

X Listen attentively. Show empathy and caring without judgement, and clarify to be sure the student=s concern is well understood

X Review for the student your understanding of the student=s needs or concerns

X Inform the student of the following:

1. Protection under laws and state board rule

2. College role/procedures for handling complaints and/or for provision of accommodations

3. Your aim for prompt, equitable resolution and your commitment to confidentiality of student records

X Request the student to complete a written claim and a written authorization to share information with appropriate individuals

X Advise the student about the approximate timeliness for completion of the investigation and, if appropriate, establish an appointment for a follow-up meeting

X Advise the student to return if challenges persist

X Document, where appropriate, the date, time, nature, and disposition of the contact

X Investigate the claim, gathering objective and relevant information, and documenting the facts

X Analyze the facts collected, develop a written report, and submit the report with recommendations to the appropriate college personnel for action

X Follow-up to ensure expedient, appropriate, and effective actions and services

SECTION 4

SUBSTITUTION POLICIES:
A TECHNICAL ASSISTANCE PAPER

TECHNICAL ASSISTANCE PAPER

Reasonable Substitution for Admission and Graduation Requirements For Eligible Students

The Florida Statutes require that certain policies and procedures be implemented by community colleges to provide reasonable substitutions for eligible students in the areas of admission to a college, admission to a program of study, graduation or entry into the upper division where appropriate. These requirements are found in Section 240.152, F.S. and 240.153, F.S.

I. **Who is Eligible?**

Persons who are learning impaired, visually impaired, dyslexic or who have a specific learning disability are eligible for reasonable substitution for any requirement. Documentation must be provided that the person' s failure to meet the admission requirement is related to the disability.

II. **What Programs are Included as Areas of Substitutions?**

Substitutions shall be provided in the areas of admission to college, admission to a program of study, graduation or entry into the upper division.

III. **How are the Disabilities Defined?**

Rule 6A-10.041, F.A.C., defines certain disabilities. (Note that it does not provide a definition for dyslexia, which the college should establish).

A. Hearing Impairment. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.

B. Visual Impairment. Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

C. Specific Learning Disability. A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

IV. What Policies and Procedures Should be in Place? What are Examples of Mechanisms for Implementation of the Policies?

According to Rule 6A-10.041, F.A.C., the following policies and procedures should be in place:

A. A mechanism to identify persons eligible for reasonable substitutions due to vision impairment, hearing impairment, dyslexia or other specific learning disability

(Examples: Introductory conference with the students seeking substitutions, students' submission of documentation of their disabilities, and/or printed invitation on the notice of admissions for persons with disabilities to contact the college coordinator for determination of eligibility)

B. A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability

(Examples: Course Substitutions Committee, recommendation by the academic department chair and/or the director/coordinator of services for students with disabilities, and/or authorization by the chief academic officer of the college)

C. A mechanism for making the designated substitutions known to affected persons

(Examples: Individual letter or consultation, college catalog, orientation packet, brochures, bulletin boards, student handbook, the Internet (Home Page), and/or published course list)

D. A mechanism for making substitution decisions on an individual basis

(Examples: Review committee and/or authorization by chief academic officer of the college)

E. A mechanism for a student to appeal denial of a substitution or a determination of eligibility

(Examples: Appeals process initiated by the student's submission of a written request for appeal, Appeals Committee review, or students letter to the appropriate college officer)

V. Do Colleges Have to Honor Substitutions Provided by Other Institutions?

The colleges are required by Rule 6A-10.041(3), F.A.C., to accept all substitutions previously granted by a state postsecondary institution. The rule requires that the college have a policy which provides for articulation with other state institutions which shall include, at a minimum, acceptance of <u>all</u> substitutions previously granted by a state postsecondary institution.

VI. What About Recognition by Other Institutions of Substitutions Provided by the Colleges?

Each college should determine, when it is the sending institution as to its students, whether the substitutions that it provided to its students will be accepted by the receiving institutions, and advise its students accordingly.

VII. What Records are Required to be Kept by the College?

Rule 6A-10.041(5), F.A.C., requires each college to maintain records on the number of substitutions identified as available for each documented disability and the number of requests for substitution which were denied.

SECTION 5

RECORD KEEPING
AND
ANNUAL REPORTING

Critical Data and Information

A coordinator/director of an Office for Students with Disabilities should maintain various types of data. As various reports are requested, a coordinator should have the statistics readily available as a basis for completion of those reports. It is suggested that the following types of data and information are collected:

X numbers of students with documented disabilities, by disability category, by course and program
X numbers of students supported by various agencies
X numbers of students who are enrolled and students who are completers of degrees or certificates (see definitions provided by the Division of Community Colleges)
X rate of retention of students with disabilities by disability categories
X costs of accommodations and various funding sources (i.e. readers, interpreters, tutors)
X job placement rates
X transfer rates to universities, private colleges and other community colleges
X FTE employees by job function and funding source
X course substitutions requested
X course substitutions granted (including official course title and number) by disability category
X numbers and nature of student complaints, incidents of needs of students with disabilities
X expenditures for services provided to students with disabilities
X incidences of situations related to discipline, administrative units or college personnel resistant to providing reasonable accommodations
X list of resource people/organizations i.e. sign language interpreters

The following pages contain sample forms collected from various community colleges on which the above referenced data may be collected. Copies may be made at your convenience. Revisions may be made as needed.

_____ COMMUNITY COLLEGE DISABLED STUDENT SERVICES

NAME _____ **SS#** _____

ADDRESS _____

CITY/STATE/ZIP _____ **PHONE #** _____

PLEASE MARK THE DISABILITIES THAT APPLY TO YOU: ~

~ HEARING IMPAIRED/DEAF
~ VISUALLY IMPAIRED/BLIND
~ PHYSICALLY IMPAIRED
~ SPEECH IMPAIRMENT
~ SPECIFIC LEARNING DISABILITY
~ OTHER (PLEASE SPECIFY)

_____

ACCOMMODATIONS YOU WISH TO BE MADE: _____

_____

The staff in Disabled Student Services at _____ Community College have my permission to inform my instructors of my disabilities. The purpose is to enable the instructors to be better prepared to meet my needs.

_____

Signature Date

10/93

_____ COMMUNITY COLLEGE DISABLED STUDENT SERVICES

NAME: _____ SS# _____

ADDRESS: _____ _____
Semester

_____

This is all voluntary information.
In case of an emergency, please notify the following:

NAME: _____

ADDRESS: _____
CITY

PHONE NUMBER: _____
WORK **HOME**

RELATIONSHIP: _____

Is this emergency contact person a current _ CC student? Yes ~ No ~

Medications: _____ **drug allergies (if any)** _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____
Date **Student Signature**

_____COMMUNITY COLLEGE
Auxiliary Learning Aids Grant
Time Sheet
F/Y _____/_____

FISCAL QUARTER
___ July 1 - Sept 30
___ Oct 1 - Dec. 31
___ Jan 1 - Mar 31
___ Apr 1 - June 30

EMPLOYEE: _____ **SS#** _____

JOB TITLE: _____

STUDENT: _____ **SS#** _____

DISABILITY _____

SERVICE DATE	HOURS PROVIDED*	SERVICE DATE	HOURS PROVIDED*	SERVICE DATE	HOURS PROVIDED*	SERVICE DATE	HOURS PROVIDED*

*Hours in half hour (1/2) increments only. Round to the nearest half hour. **TOTAL HOURS**

I CERTIFY THAT THE HOURS WHICH ARE BEING CHARGED TO THE AUXILIARY LEARNING AIDS GRANT ARE AN ACCURATE RECORD OF TIME WORKED ON THIS GRANT AND THAT THE DUTIES PERFORMED ARE IN COMPLIANCE WITH THE REGULATIONS AND REQUIREMENTS STIPULATED IN THE GRANT.

_____ _____
Student Signature Date

_____ _____
Employee Signature Date

_____ _____
Disabled Student Services Director Date

FOR OFFICE USE ONLY

Total HoursCemployee per position _____ Hrs

TOTAL _____%

Amount Charged $ _____

_____ COMMUNITY COLLEGE
OFFICE FOR STUDENTS WITH DISABILITIES

Auxiliary Learning Aids Request Form

Date: _____

NAME: _____ **SSN:** _____

ADDRESS: _____

CITY/STATE/ZIP: _____

TELEPHONE: _____ **RACE/SEX:** _____

DISABILITY: _____ **MAJOR:** _____

Verification of disability must be on file with the Office for Students with Disabilities so that appropriate services can be provided. Letters of Verification can be from individuals such as attending physicians, learning disability specialists, or licensed professionals.

Please list the agencies of which you are a client (e.g. Division of Blind Services, Division of Vocational Rehabilitation, Veterans Administration/Rehabilitation):

1. **AGENCY NAME:** _____ **PHONE NO.** _____
   COUNSELOR: _____
2. **AGENCY NAME:** _____ **PHONE NO.** _____
   COUNSELOR: _____

Auxiliary Learning Aid(s) Requested

Tutor: _____ **Scribe** _____ **Reader:** _____ **Notetaker** _____

Interpreter: _____ **L.D. Specialist:** _____ **Large Print:** _____

Extra Time : _____ **Other:** _____ **Adaptive Equipment (Specify)**

_____

_____

I certify that the auxiliary learning aid assistance requested is not available to me from any state or federal program responsible for such assistance.

_____ _____**Student**

Signature **Staff Authorization for Service**

FORM FOR STUDENT FILE DOCUMENTATION

Activity Log

Name: _____ **SSN#** _____

Date	Action Taken

I have read the information contained in this student handbook and I understand the categories of services and the extent of those services offered by the Office for Students with Disabilities.

_____ _____

Signature Date

_____ COMMUNITY COLLEGE

Date: _____

I hereby authorize _____

Address _____

City _____

State _____ **Zip** _____

To release the following information to _____ Community College, Office for Students with Disabilities (Mail Code 4-7):

Summary of Disability _____

Learning Disability Evaluation _____

Vocational Testing _____

Name (*print*) _____

Signature _____

SS# _____

For release of school information, please complete the following:

Birth Date _____

High School _____

Graduate _____

_____ COMMUNITY COLLEGE
OFFICE FOR STUDENTS WITH DISABILITIES

AUTHORIZATION FOR RELEASE OF INFORMATION

NAME: _____ **SS#:** _____

Check One:

_____ I authorize the release of pertinent information concerning my disability to the faculty/staff members of _____ Community College. The Office for Students with Disabilities determines who should receive it. I understand this information will be used to arrange for appropriate accommodations to meet course requirements or to participate in other college activities.

_____ I do not authorize the release of information concerning my disability. I understand that I qualify for general academic services but that this authorization eliminates the provision of modifications to course requirements or other college activity.

I understand and have discussed with the Office for Students with Disabilities staff that all information concerning disability issues will be kept confidential, except for appropriate members of the college staff on a need to know basis.

_____ _____

Signature **Date**

_____ COLLEGE
STUDENT AUTHORIZATION FORM
(For Release of Information)

I, _____
Student=s Name

give permission for the coordinator of services for disabled students to share with members of the administration, faculty, and/or counseling staff, any diagnostic and/or instructional information pertaining to me for the purpose of assisting me in my studies and coursework. I also give permission for the staff to release information to outside agencies, such as:

Vocational Rehabilitation
Division of Blind Services
Worker=s Compensation
Other Agency: _____

_____
Student=s Signature

_____
Student Number

_____
Date

*If any restrictions apply to the authorization, please list them below and initial.

_____
_____
_____

PLEASE RETURN THIS COMPLETED FORM TO YOUR COUNSELOR.

AS 468 (1/93) Distribution: White - File Yellow - Student

_____ COLLEGE
CARL PERKINS GRANT
STUDENT INTAKE DATA FORM

AS Program: _____

Last Name: _____ **First Name:** _____

Social Security # ___/___/___ **Date** ___/___/___ **Student #** _____

Street Address: _____

City: _____ **State:** _____ **Zip:** _____

Home Phone: (___) _____ **Emergency Phone:** (___) _____

Sex: M F **Date of Birth:** ___/___/___ **Campus:** _____

Race:
1. White 2. Black
3. Hispanic 4. Native American
5. Asian/Pacific Islander 6. Other

Component: _____

CIP Code: _____

First time Yes No

Financial Aid: Pell Grant JTPA Other

Proposed Use of Funds:

- Assessment
- Child Care/Dependent Care
- Curriculum Development
- Equipment
- Guidance/Counseling
- Interpreters
- Job Placement
- Materials/Supplies
- Recruitment
- Remediation
- Special Services
- Staff Development
- Support Personnel
- Transportation
- Tuition
- Tutorial
- Other

Population Group:

- Individual with Disabilities
- Educational Disadvantaged
- Economically Disadvantaged
- Limited English Proficient
- Single Parent
- Displaced Homemaker
- Single Pregnant Woman
- Participants in programs designed to eliminate sex bias

Additional Comments:

_____

_____

_____

PLEASE READ AND SIGN

I understand that this is not an application and authorize use of the information derived from this form with the understanding that data will be used for general reporting purposes only. I also certify that the above statements are true, to the best of my knowledge.

Signed: _____

(over)

CARL PERKINS GRANT - STUDENT INTAKE DATA FORM (CONTINUED)

Categories: (Check all that apply)

Physically Impaired	Severely Emotionally Disturbed
Educable Mentally Handicapped	Emotionally Handicapped
Hard of Hearing	Learning Disabled
Deaf	Other (Specify) _____
Deaf/Blind	_____
Speech Impaired	_____
Language Impaired	_____
Visually Impaired	_____

STUDENT DATA INTAKE FORM

Date of Entry _____

SSN _____ **Date of Birth**: _____ **Sex:** M F

Student # _____ **Race:** _____

Name _____

Other Last Names Used _____

Street Address _____

City _____ **State** _____ **Zip** _____

Home Phone _____ **Work Phone** _____

Home Campus CL SP/G TS

Service Campuses

AC	HEC	SP/G
CL	SEM	TS

First _____ **Enrollment** _____

First Service Request _____

Registration

S III 95-96	S I 96-97	S II 96-97	S III 96-97	S III-A 96-97	S III-B 96-97
S I 97-98	S II 97-98	S III 97-98	S III-A 97-98	S III-B 97-98	

Services Received

S III 95-96	S I 96-97	S II 96-97	S III 96-97	S III-A 96-97	S III-B 96-97
S I 97-98	S II 97-98	S III 97-98	S III-A 97-98	S III-B 97-98	

Retention Exit Date (Reason Leaving)

Financial Problems	Lack of Housing
Lack of Aid	Moving
Illness	Transferring
Work Schedule/Hours	Motivation/Interest
Family Commitments	Different Ed Choice
Courses Not Available	Low GPA
Training Program End	Other

Retention Re-Entry Data (Reason Returning)

Academic Re-entry	Phone/Mail Contact
Tuition Cost/Finan Aid	Improved Health
SPJD Reputation	Personal Development
Special SPJC Programs	Returned to Area
Training/Job Related	On-line/TV option
Convenient Locations	Other

Special Population Groups

Individuals with Disabilities	Financially Disadvantaged	Equity
Academically Disadvantaged	Limited English Proficient	

Special Programs

NIP	Project Success-CL	WOW	SP/DH/SPW	WAGES
Pathway	Project Success-SP	TRIO	JTPA/EDWAA	Job Placement

_____ **COLLEGE**

Student with Disabilities Accommodation Sheet

This information is **CONFIDENTIAL**. It is important that the Instructor not disclose this information in any way to other students, faculty, potential employers, or anyone else without the student=s written permission.

Name: _____ **SS#** _____

Based on the documentation provided by a qualified professional, this student has been approved for and may request any accommodation listed below. **The student should ask the instructor for a private meeting before or after class to discuss the use of accommodations**. Please consult the Learning Specialist with any questions.

CLASSROOM

- use of tape recorder
- seating in front
- seating near exit
- modified furniture
- lecture outline copy, when available
- notetaker
- classroom assistant
- use of calculator
- use of spellchecker, when appropriate
- time extension for in-class writing
- interpreter
- medical exit/re-entry
- book/paper support
- other _____

TEST

- 1 1/2 time
- double time
- shortened test segments, when possible
- private location
- scribe
- reader
- write-on test (no Scantron)
- WP in place handwriting
- large-print test
- formula/sample problem cards
- word bank, arranged with instructor
- other _____

OTHER

- tutor
- allow student to volunteer (only), or arrange signal before requesting response
- waive 3-absence W, provided student makes up work within reasonable time
- other _____

_____ _____ _____

Learning Specialist Campus Phone Date

DISABILITY INFORMATION

Primary Disability

- Learning Disabled
- Physically Impaired
- Educable Mentally Handicapped
- Deaf
- Hard of Hearing
- Deaf/Blind
- Autistic
- Speech Impaired
- Language Impaired
- Visually Impaired
- Severely Emotionally Disturbed
- Emotionally Handicapped
- Chronic Health Impaired
- Recovery

Secondary Disabilities

- Learning Disabled
- Physically Impaired
- Educable Mentally Handicapped
- Deaf
- Hard of Hearing
- Deaf/Blind
- Autistic
- Speech Impaired
- Language Impaired
- Visually Impaired
- Severely Emotionally Disturbed
- Emotionally Handicapped
- Chronic Health Impaired
- Recovery

Specify Primary Disability

_____

Specify Secondary Disabilities

Cancer	Diabetic
Psych/Emotional	Weight Disorder
Chronic Medical	Cerebral Palsy
HIV Positive	MS
Alcohol Recovery	Chronic Fatigue
Drug Recovery	Spinal Cord Injury
Multiple Personality	Neck/Back Cond
Schizophrenia	Foot/Leg Cond.
TBI	Hand/Arm Cond.
Seizure Disorder	Other

Documentation on File at the following campus locations:

AC	SEM
CL	SP/G
HEC	TS

SPECIAL SERVICES

Notetaker	Interpreters	Reader	Scribe	Curr Dev	Letter	Brailling/ Enlarging	Lab/Class Assistant
AC	AC	AC	AC	AC	AC	AC	AC
CL	CL	CL	CL	CL	CL	CL	CL
HEC	HEC	HEC	HEC	HEC	HEC	HEC	HEC
SEM	SEM	SEM	SEM	SEM	SEM	SEM	SEM
SP/G	SP/G	SP/G	SP/G	SP/G	SP/G	SP/G	SP/G
TS	TS	TS	TS	TS	TS	TS	TS

Equipment Checkout	Equipment Use Training
AC	AC
CL	CL
HEC	HEC
NIP	NIP
SEM	SEM
SP/G	SP/G
TS	TS

Equipment Used

Recorder (2)	Evacutrac
Recorder (4)	Intellikeys
LM-non speaking	WP-IBM
LM-speaking	WP-Mac
Med-Spell	Zoomtext
Kurzweil	MacVoices
Magnifier	JAWS
Oversize/Speaking Calc	FM
Captioning	TDD
Talking Bk. Rec. Player	CCTV
Calc w/Braille	Desk
Voice Syn Clock/Calc	
Chair	

Sub Appeal	Sub Granted
AC	AC
CL	CL
HEC	HEC
SEM	SEM
SP/G	SP/G
TS	TS

Subject

- Math
- HLP

ARRANGING ACCOMMODATIONS

_____ CAMPUS

PROCEDURES AND REMINDERS

1. **Students with Disabilities Information Sheet** is the form that identifies authorized accommodations. Copies may be requested from the Office of Services for Students with Disabilities (OSSD).

   X You will need to give one copy to each of your instructors.

   X On the third line at the top of each information sheet, fill in the session (I, II, III), the year (1994-95), and the course prefix, course number, and section number (for example, ENC 1102 052).

   X You may need additional copies for:
   - v Your personal file
   - v The Testing Office
   - v Other campuses OSSD office

2. **Contacting Instructors**:

   On the first day of class, ask each instructor if you may schedule an appointment as soon as possible to discuss confidential information concerning accommodations. During this meeting, you should:

   X Give each instructor a copy of:
   - v Student with Disabilities Information Sheet
   - v Memo to instructor regarding accommodations
   - v Testing Referral Form for students with disabilities

   X Discuss the specifics of your accommodations thoroughly so both you and the instructor understand your needs.

   X Reach an agreement with your instructor on how each accommodation will be implemented and who will be responsible for making necessary arrangements.

   X Do not assume that instructors will always remember to make special arrangements. It is your responsibility to remind them. For example, if you need special testing accommodations, meet with the instructor as soon as a test is announced or a week before it is scheduled on the syllabus to be sure accommodations will be in place.

Meeting with each instructor immediatley after you register for classes and again during the first week of class is considered the most effective means of securing your accommodations.

3. **Note Takers**:

   X If the accommodations authorized, work with your instructor to identify a note taker.

   X Daytime students may pick up NCR paper in the OSSD between 8 a.m. and 5 p.m., Monday - Friday.

   X If you take only evening classes, you may pick up NCF paper at the front desk in Counseling, AD 118 between 5 p.m. and 7:30 p.m. Notify OSSD and we will leave an envelope for you at the Counseling desk.

If you have trouble finding a note taker, please contact _____ OSSD.

4. **Testing Procedures**:

Any test that cannot be taken in the classroom or proctored by the instructor is given in the Testing Office located in the Library. The **Testing Referral Form** is attached to the information sheet for your instructors. More forms will be provided to your instructors directly from the Testing Office. If there is a possibility that you will need to take any exams in the Testing Office, it is your responsibility to bring a copy of your information sheet. Arrange for tests to be taken in the Testing Office in the following manner.

X Meet with your instructor to discuss arrangements. Try to meet at least one week ahead of the date the test will be given in class.

X Have your instructor complete the Testing Referral Form or phone the necessary information to the Testing Office.

X Go to the Testing Office as soon as possible and make an appointment to take your test during the time frame established by your instructor.

5. See **OSSD**:

X To request changes in your accommodations and/or information sheet

X To borrow equipment

X To resolve any problems or concerns related to your accommodations or your disability

X If you are taking courses at other campuses

6. **General Counseling and Academic Advisement**:

X You may see any counselor or academic advisor in Counseling, AD 118. The office is open Monday - Thursday, 8 a.m. - 7 p.m. and Friday, 8 a.m. - 4 p.m.

_____ COLLEGE CAMPUS

MEMORANDUM

TO: Instructor

FROM:

SUBJECT: Accommodations

A student with a disability is in your class this session and has requested one or more of the accommodations described below. We would like to ask your assistance in making the necessary arrangements. Please contact me at the number listed above if you have any questions. AA Guide to Reasonable Accommodations for Students with Disabilities,@ distributed to faculty in November, 19__, may also prove helpful. Call if you did not receive a copy.

If a testing (or in-class assignment) accommodation requires support from the Testing Center, please complete the Testing Referral Form (a copy is attached to the Student with Disabilities Information Sheet), bring it to the Testing Office in the Library (or have the student take it), or contact _____ at ext. _____ with the requested information prior to the time the accommodation will be required. Please provide sufficient advance notice (we request a week, if possible) so that Testing will be able to schedule a test time and make the necessary arrangements to accommodate the student and meet your needs. Note that it is information concerning the upcoming test, not the test itself, that is requested in advance.

Thank you for your help in assisting these students.

Accommodation Requested	**Assistance you can provide**
Tape recorder	Allow the student to tape record lectures labs, or other appropriate learning situations.
Extended time	Allow the student additional time for testing or (in-class assignment) in accordance with information on the Student with Disabilities Information Sheet. If you are personally unable to work out the accommodation, please contact the Testing Office.
Private/distraction-free testing	Allow the student to take tests either in a private room or in a secluded part of the testing room. The testing area should be free from distractions (noise and movement). When necessary, tests may be scheduled through the Testing Office in the Library.
Outline	If you can provide the student with an outline/copy of your lecture notes, the student **may not** also need a notetaker. Please discuss this with the student.
Spell checker/word processor	If a student needs to use a word processor for tests or in-class writing assignments, arrangements can be made through the Testing Office in the Library. Please be aware, also, that some spell checkers contain a dictionary and the thesaurus and, therefore, may not be appropriate for certain types of test questions.

Word bank — This is a list of words that the student may refer to for short answer/essay tests. It may be needed because information sought is very technical or to facilitate difficulties with retrieval. You may prefer to make up an acceptable list or require the student to do so and then submit the list to you for approval prior to its use.

Short segment testing — If a test covers a substantial amount of material (and cumulative knowledge is not viewed as an essential element of the course), the test may need to be divided into several Amini@ tests so that the student can be tested more frequently on less material.

Difficulty bubbling Scantrons Allow the student to record answers on the test booklet.

Wheelchair accessible desk — Each building should have at least two wheelchair accessible desks. If you need assistance in locating one, please contact the program secretary in the building in which the classroom is located.

Note taker — We request your help in identifying qualified note takers. Note takers will be provided with NCR paper. If you know students from previous sessions who are good note takers, please approach them to see if they can assist. Otherwise, please make the following announcement in class: **AA note taker is needed for a classmate with a disability. The criteria include: 1) minimum 3.0 GPA; 2) arrive on time; 3) dependable; 4) have legible handwriting. NCR paper is provided. If you are interested, please see me during the break or after class.@** Please respect the disabled student=s right to privacy and do not identify him/her to the class or to the note taker unless the student gives you express permission.

TESTING REFERRAL FORM FOR STUDENT WITH DISABILITIES

Student referred: _____ **Date referred**: _____

Instructor: _____

Course: _____

Description of Test/Format/Special Instructions: _____
_____
_____
_____

Test will be delivered to Testing Office no later than: _____ **Date** _____ **Time**

Please administer test no later than: _____ **Date** _____ **Time**

Accommodations: (Complete all that apply)

Time allowed: _____ Modified furniture: _____

Scribe: _____ Reader: _____ Private location: _____ Word Processor: _____

Large Print (Instructor provided hard copy): _____ Large Print (Visual Tech): _____

Other: _____ Explain: _____

Note: Please try to notify Testing Office at ext. _____ <u>one week</u> before test is to be administered.

OFFICE FOR SERVICES FOR STUDENTS WITH DISABILITIES

ACCOMMODATIONS REQUEST

Please complete and return to _____ **AD 120 - Telephone #** _____

Date: _____

Name: _____ **Student #** _____

Degree: _____ **A.S.** _____ **A.A.** _____ **Other** _____

Phone # _____

Class schedule for Session _____, 19 _____

Please list your complete class schedule.

Class	Day & Time	Instructor	Documentation Accommodation(s) Requested*
Ex. ENC 1151	8:10 - 9:25, TR	Ms. Smith	notetaker, reader

If you make any changes in your schedule, you will need to submit a new schedule to AD 120

***Accommodations: Your documentation must support your request.**

1. Letter to instructor
2. Tutor
3. Scribe
4. Other _____
5. Notetaker
6. Classroom aid
7. Reader

Times Available:

Signed _____

Date Prepared _____ Date letters were picked up _____

REQUEST FOR TEMPORARY OFF CAMPUS
USE OF COLLEGE EQUIPMENT

_____
Date

Asset Number	**Item Description**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Purpose: _____

_____

Equipment to be located: _____

_____

Period of usage: **From:** _____ **To:** _____
Date Time Date Time

Name of borrower: _____

_____ _____
Address: Street City Zip

_____
Department/Campus/Site Phone Number

I certify that the equipment being requested will be used solely for _____ business purposes, and will not be used for personal benefit or by any individual other than the borrower. I further certify that the equipment will be returned at the end of the period listed and be available for inspection by the Site Administrator/Member of President=s Cabinet and/or Property Management.

_____ _____
Signature Date

Site Administrator or Member of the President=s Cabinet Approval:

_____ _____
Signature Date

- - - -

DISABLED STUDENT REPORT

ID	LAST NAME	FIRST NAME	SSN	CAMPUS	DIS	DEG	CODE	R 9 9 9 9 E 6 7 7 7 M 3 1 2 3
412					Emotional	AS	2023	~ ~ ~ ~ ~
326					Physical	AS	2013	~ ~ ~ ~ ~
1					Learning	AA	0010	~ ~ ~ ~ ~
2					Hearing	AA	0010	~ ~ ~ ~ ~
3					Learning	AA	0010	~ ~ ~ ~ ~
392					Emotional	CERT	?	~ ~ ~ ~ ~
4					Learning	AA	0010	~ ~ ~ ~ ~
5					Physical	AA	0010	~ ~ ~ ~ ~
6					Physical	AS	2075	~ ~ ~ ~ ~
373					Physical	CERT	0943	~ ~ ~ ~ ~
387					Emotional	AS	2047	~ ~ ~ ~ ~
7					Learning	AS	2171	~ ~ ~ ~ ~
8					Learning	AA	0010	~ ~ ~ ~ ~
9					Physical	AS	2031	~ ~ ~ ~ ~
10					Learning	AA	0010	~ ~ ~ ~ ~
11					Physical	AS	2084	~ ~ ~ ~ ~
12					Learning	AS	2016	~ ~ ~ ~ ~

FY: ____

DISABLED STUDENT SERVICES REPORTING INFORMATION

DIS = Disability - {[P]hysical, [V]isually impaired, [S]peech, [H]earing impaired, [L]earning, [D]evelopment, [E]motional, [O]ther, [C]onfidential}
DIP = Diploma Type - {[HS] High School diploma, [SD] Special Diploma [GED]}
DEG = Degree - {AS, CERT, AA, [SC] Special Credit, [D]ual, ABE, [CE] Continuing Education}
CODE = Program Code Number
REM = Remedial courses {*}
CBA = Community Based Agency - {[DBS] Division of Blind Services, PIC, [VR]Vocational Rehab., [VA]Veterans Administration, [WC] Workers Comp., [EF] Epilepsy Foundation, [DHS] Deaf & Hard of Hearing Services, [O]ther}
V = Verification - {[M]edical, [S]chool, [A]gency, [O]ther}
P = Permission slip signed - {[Y]es or [N]o}
R/S = Race - [W, B, H, A, I, O] Sex = [M or F]
TERM = Continuing [X], Drop [D], New [N], Temporary [T], Passed-away [P]

TOTAL: 363 + 13 Summer Campers = 376
AS: 176 CERT: 33 AA: 130 SC: 10 DUAL: ABE: 12 CONT Ed.: GED: 1 ESL: 2
TOTAL (Perkins/vocational): 209 **Total** (ALA/non-vocational): 155

VISUAL: 39 PHYSICAL: 150 HEARING: 24 SPEECH: 1 SLD: 108 EMOTIONAL: 34 DEVELOPMENTAL: 7
MULTI

CONTINUING: **NEW:**

LAST NAME	FIRST NAME	SSN	DIS	DIP	DEG	CODE	REM	CBA	V	P	R/S	DOB	953	961	962	963

SECTION 6

ADAPTIVE TECHNOLOGY:
A POSITION PAPER

State Board of Community Colleges
Task Force to Review the Needs of Students With Disabilities

Position Paper
The Need for Adaptive Technology in Florida Community Colleges

Emerging technology is central to the delivery of instruction for all students in our educational systems. It is of greater importance to students with disabilities. Technology, if adapted, can help individuals to overcome disabling conditions in schools, colleges, universities, and in the work place.

The economic impact on limited state revenues is compelling, given properly adapted materials and equipment. Students can access printed materials through scanners and computers, regardless of disability. In addition, students who are hearing and visually impaired can follow films when those films are made accessible by captioning or audio descriptions. Unemployed adults with disabilities can become employed in paperless offices if the office equipment is useable by them.

Ultimately, less staff is needed to assist students through the educational experience than would be possible without accessible technology. The intent is to safeguard educational integrity and quality, while assisting the student in becoming an independent learner. The rate of unemployment of adults with disabilities, now a staggering figure, could be cut with proper design, training and use of adaptive technology.

Florida community colleges can play a major role in assuring that such accessibility occurs for the thousands of students with disabilities in the System. The following are specific recommendations for consideration and, where feasible, for implementation by each college in the Florida Community College System:

A. Adaptive Computers and Software Technology

This item is listed first, as it is the infrastructure for the manner in which students learn and are taught, particularly as we enter the 21st century. There are several aspects which it is recommended be addressed in order to provide accessibility with regard to computers and software.

(1) College Technical Staff Training

It is recommended that college programmers, faculty, disability services coordinators, computer lab assistants and technicians, learning resources/library personnel and audio-visual staff developing and using software for classroom application be trained to work with adaptive software in this dynamic environment. As new personnel are hired, consideration should be given, where possible, to the hiring of persons with expertise in adaptive software, including networking requirements. Information about companies specializing in adaptive software and equipment should be made available to all personnel.

(2) Student Training

Students with disabilities may not be familiar with the basics of computers and adaptive technology. It is recommended that special orientation, instruction, or tutorials should be made available in training courses provided for all students on the use of computer technology.

(3) Adaptive Equipment Requirements

Colleges should provide equivalent access to electronic office equipment and informative technology for individuals with disabilities to the extent both present and future needs for such access are determined by the institution. The colleges should determine the electronic and information technology accessibility needs for persons with disabilities and, where possible, include those requirements in procurements sufficient to address the needs of appropriate students with disabilities.

(4) Software Requirements

The software market is more dynamic than is the equipment arena. Colleges, as part of the design and field testing of new software, need expertise in adapting that software for students with disabilities. Each college should attempt to include accessibility standards as part of every software purchase.

It is recommended that internal development of software by faculty for classroom and other uses should be held to the same standards as for hardware. While a faculty member may choose to use hardware and software in class as a teaching tool, students should not be required to make use of hardware and software to complete course requirements unless said hardware and software are accessible to all students.

A policy which addresses this position should be in place for consortium or distance learning products supported by the State Board of Community Colleges.

B. Books and Printed Materials.

College departments ordering materials for their classes should, where feasible, as part of that order, require that adaptive versions of materials (which include disk versions), be provided by the publishers.

As the colleges begin to adopt electronic textbooks, standards for accessibility should be established. Many electronic texts now make use of the World Wide Web. Efforts should be made to assure that these can be accessed through reasonably priced, available adaptive software. Accessible versions of hand-outs should be made available to students with disabilities.

C. Films and Video Materials

It is important that, where possible, all colleges require that descriptive videos as well as captioning be appropriately included in all purchases of films and video materials. This does not prevent colleges from using special purpose software, hardware, or video materials designed to address the needs of students with specific disabilities and which may not be accessible to all students with disabilities.

D. Networks and the Internet

Colleges should, where possible, implement networks that are accessible to students with disabilities. Systems should be designed with the flexibility to run a broad range of software, regardless of the operating systems. Colleges should adopt operating systems for local or wide area networks which are reasonably priced, available, and adaptable for use by students with disabilities. Similar standards should be developed and adopted with regard to web pages and hyperlinks.

CONCLUSION

The development of fair and equitable standards will assure that all students have the opportunity to benefit from technology. Such standards also will assure that community college students with disabilities will have the opportunity to be prepared for the job market and enhanced quality of life. As noted by the U.S. Office for Civil Rights, adaptive software will enable students with disabilities Ato use the computer with the same spontaneous flexibility that is enjoyed by other nondisabled computer users.@

SECTION 7

INTERAGENCY AGREEMENTS AND RESOURCES FOR ADDITIONAL SUPPORT

INTERAGENCY AGREEMENTS AND RESOURCES FOR ADDITIONAL SUPPORT

Resources to support the provision of accommodations for individuals with disabilities are limited. While funds provided by local, state, and federal agencies continue to shrink, the number of students with disabilities entering postsecondary institutions continues to increase. In order to ensure the provision of adequate services to this growing population, community colleges are encouraged to make maximize use of all possible resources.

The development of linkages and the pooling of resources through contractual written agreements with organizations having common goals and clientele is an effective means to address this growing concern. Interagency agreements will help to guarantee seamless services, facilitate clear understanding among all parties to the agreement, and serve as an effective means to ensure and enhance accommodations to students with disabilities at the postsecondary level. Below is a list of components to consider in the development of these agreements:

Recommended Components:

- Identification of Parties to the Agreement

- General Purpose of the Agreement

- Terms of the Agreement

  1. Period Covered
  2. How Often Reviewed
  3. Procedures for Amendments
  4. Administrative Body and Composition of Group for Implementation
  5. Delineation of Services/Resources to be Provided by Each Entity
  6. Method, Timing, Conditions of Payment for Services (If Applicable)
  7. Budget and Funding Source (If Applicable)
  8. Statement of Commitment to Maintain Confidentiality Regarding Student/Client Records
  9. Method for Termination
  10. Disclaimer Related to Possible Suit Based on Negligence of Parties

- Special Provisions (If Applicable)

- Signature Page(s)
  (Agency(ies), Name and Title of Agency Representative(s), and Date)

Agencies Recommended as Possible Resources

- **Local Board of County Commissioners**

- **Local Career Center(s)**
- **Local Placement Center(s)**
- **Local School Board**

- **Florida Department of Labor and Employment Security**
  1. **Division of Vocational Rehabilitation**
     (Directory Provided)
  2. **Division of Blind Services**
     (Directory Provided)

- **Department of Veterans Affairs**
  (Directory Provided)

- **Florida Alliance for Assistive Services and Technology (FAAST)**
  (Directory Provided)

- **Florida Coordinating Council on the Americans with Disabilities Act**

- **Division of Work Force Development**

- **Florida Department of Health and Rehabilitative Services**
  1. **Developmental Services Program**
  2. **Alcohol, Drug Abuse and Mental Health Program**
  3. **Department of Children and Family Services**
     (Local Number can be Located under Government Section of Telephone Directory)

- **City/County Grant Providers**

- **State Grant Providers**

- **Federal Grant Providers**

- **Private Nonprofit Organizations**

Note: The above list is intended as a guide for possible sources of funding and collaborative efforts; it is not intended to be all inclusive. Colleges are encouraged to develop liaisons and explore as many sources as possible.

DIVISION OF VOCATIONAL REHABILITATION
Bldg. A, 2002 Old St. Augustine Rd., Tallahassee, Florida 32399-0696
(904) 488-6210, SC# 278-6210

DIRECTOR.....CARL MILLER
ASSISTANT DIRECTOR.....MICHAEL MOORE

DISTRICT DIRECTORS

DISTRICT 1

Thomas E. Kane, District Director
1 South A Street, Suite 106
Pensacola, Florida 32501-5575
904-444-8855 SC 693-8855
FAX: SC 693-8487

DISTRICT 2

Theotis Callaway, District Director
825 N.W. 23rd Avenue, Building 2
Gainesville, Florida 32609
904-955-3256 SC 625-3256
FAX: SC 625-3257

DISTRICT 3

Linda Chandler, District Director
2050 Art Museum Drive
Jacksonville, Florida 32207
904-348-2780 SC 870-2780
FAX: 904-348-2769

DISTRICT 4

Maria O. Risco, District Director
4221 North Himes Avenue, Suite 205
Tampa, Florida 33607-6209
813-871-7300 SC 542-7300
FAX: SC 542-4773

DISTRICT 5

James Shalls, District Director
3555 Maguire Boulevard
Bennington Bldg., Suite 205
Orlando, Florida 32803-3723
407-897-2725 SC 342-2752
FAX: (407) 897-2742

DISTRICT 6

Cynthia Gaber, District Director
1901 South Congress Avenue, Suite 340
Boynton Beach, Florida 33426
(561) 279-1905 SC 264-1905
FAX: SC 264-1910

DISTRICT 7

Mary Watford, District Director
3745 Broadway, Suite 203
Ft. Myers, Florida 33901
813-278-7317 SC 729-7317
FAX: SC 729-7255

DISTRICT 8

Joseph Pankowski, District Director
4770 Biscayne Blvd., Suite 1260
Miami, Florida 33137
305-571-5666 SC 486-5666
FAX: 305-571-5689

DEPARTMENT OF VETERANS AFFAIRS
REGIONAL OFFICES

Department of Veterans Affairs
Regional Office (RO)
Acting Vocational Rehabilitation and
Counseling Officer
PO Box 1437
St Petersburg, Florida 33731-1437
813-893-3561 FAX: 813-893-3382

Paul R. Grimes

Department of Veterans Affairs
Vocational Rehabilitation and Counseling
7820 Arlington Expressway, Suite 550
Jacksonville, Florida 32211-7464 (J)
904-232-2410 FAX: 904-232-1741

Theodore J. Chepp, Ph.D.

Department of Veterans Affairs
Vocational Rehabilitation and Counseling
1000 Legion PL, Suite 1500
Orlando, Florida 32801 (O)
407-648-6132 FAX: 407-648-6908

Roger Rumney

Department of Veterans Affairs
Vocational Rehabilitation and Counseling
299 East Broward Blvd, Suite 324
Fort Lauderdale, Florida 33301 (FTLA)
954-356-6890 FAX: 954-356-7020

Thomas Golabek

Department of Veterans Affairs
Vocational Rehabilitation and Counseling
125 West Romana Street, Room 102
Pensacola, Florida 32501 (P)
904-435-2510 904-432-0740
FAX: 904-469-0316

John Ripper
Maurice Lacey

Legend:
RO = regional office
J = Jacksonville
O = Orlando
FT LA = Fort Lauderdale
P = Pensacola

FLORIDA DEPARTMENT OF LABOR AND EMPLOYMENT SECURITY
DIVISION OF BLIND SERVICES

State Office
Division of Blind Services
2540 Executive Center Circle, W. Room 203
Tallahassee, Florida 32399-2950
904-488-1330 SC 278-1330 1-800-342-1828
FAX: 904-487-1804 SC 277-1804

Randy Touchton, Director

Bureau of Client Services and Program Support
2540 Executive Center Circle, W. Room 203
Tallahassee, Florida 32399-2950
904-488-1330 SC 278-1330 1-800-342-1828
FAX: 904-487-1804 SC 277-1804

Marie Beauford, Bureau Chief

Bureau of Business Enterprises
2540 Executive Center Circle, W. Room 203
Tallahassee, Florida 32399-2950
904-487-1260 SC 277-1260
FAX: 904-921-8861 SC 291-8861

Paul Lewis, Bureau Chief

Braille and Talking Book Library
420 Platt Street
Daytona Beach, Florida 32114
904-239-6000 SC 380-6069 1-800-226-6075
FAX: 904-239-6069 SC 380-6069

Don Weber, Bureau Chief

Division of Blind Services Rehabilitation Center
Director
1111 Willis Avenue
Daytona Beach, Florida 32114
904-258-4444 SC 380-4444
FAX: 904-239-6108 SC 380-6108

Steve Sanford, Rehab Center

Division of Blind Services District 1
Administrator
7200 N. 9th Avenue, Suite A-11
Pensacola, Florida 32504
904-484-5030 SC 690-5030
FAX: 904-484-5036 SC 690-5036

Richard Melville, District

Division of Blind Services (Satellite Office of District 1) — Charles Bunch, Supervisor
2611 Jenks Avenue
Panama City, Florida 32405
904-872-4181 SC 777-4181
FAX: 904-747-5399 SC 777-5399

Division of Blind Services District 2 — Debra Johnston, District Administrator
2003 Apalachee Parkway, Room 201
Tallahassee, Florida 32399
904-488-8400 SC 278-8400
FAX: 904-922-9450 SC 292-9450

Division of Blind Services District 3 — Randy R. Morgan, District Administrator
1809 Art Museum Drive, Suite 201
Jacksonville, Florida 32207
904-348-2730 SC 870-2730
FAX: 904-348-2737 SC 870-2730

Division of Blind Services (Satellite Office of District 3) — Reginald Oxley, Counselor-In-Charge
P.O. Box 69
St. Augustine, Florida 32084
904-825-5084 SC 865-5010
FAX: 904-823-4229 SC 865-4229

Division of Blind Services District 4 — Henry Scott, District Administrator
417 S.W. 8th Street
Gainesville, Florida 32601
904-955-2075 SC 625 2075
FAX: 904-278-7351 SC 729-7351

Division of Blind Services District 5 — Alexander McLaughlin, District Administrator
1185 Dunn Avenue
Daytona Beach, Florida 32114
904-254-3800 SC 380-3800 1-800-443-0908
FAX: 904-239-6107 SC 380-6107

Division of Blind Services District 6 — Marie Simpson, District Administrator
400 W. Robinson, 1st Floor
Orlando, Florida 32801
407-423-6305 SC 344-6305
FAX: 407-423-6310 SC 344-6310

Division of Blind Services District 7 — Ted Hull, District Administrator
415 S. Armenia Avenue
Tampa, Florida 33609

813-871-7190 SC 542-7190
FAX: 813-873-4769 SC 542-4769

Division of Blind Services (Satellite Office of District 7) — Roy Anderson, Supervisor
402 S. Kentucky Avenue, Room 630
Lakeland, Florida 33801
813-499-2385 SC 595-2385
FAX: 813-499-2698 SC 595-2698

Division of Blind Services District 8 — Bill Strickland, District Administrator
3637 4th Street, N., Room 310
St. Petersburg, F 33704
813-893-2341 SC 594-2341
FAX: 813-893-2580 SC 594-2580

Division of Blind Services (Satellite Office of District 8) — John Knarr, Supervisor
5117 26th Street W., Suite A
Bradenton, Florida 34207
813-751-7670 SC 599-7670
FAX: 813-751-7924 SC 599-7924

Division of Blind Services District 9 — Luther Ison, District Administrator
2830 Winkler Ave., Suite 207
Ft. Myers, Florida 33916
813-278-7130 SC 729-7130
FAX: 813-278-7351 SC 729-7351

Division of Blind Services District 10 — Joy Katzung, District Administrator
111 Georgia Avenue
West Palm Beach, Florida 33401
407-837-5026 SC 252-5026
FAX: 407-837-5032 SC 252-5032

Division of Blind Services District 11 — Terri Edgeton, District Administrator
3075 W. Oakland Park Blvd
Ft. Lauderdale, Florida 33311
305-497-3360 SC 457-3360
FAX: 305-497-3363 SC 457-3363

Division of Blind Services District 12 — William L. Berry, District Administrator
401 N.W. 2nd Avenue, Room S-714
Miami, Florida 33128
305-377-5339 SC 452-5339 1-800-226-5353
FAX: 305-377-5691 SC 452-5691

THE FAAST STATEWIDE NETWORK

EXECUTIVE OFFICES

l St. Augustine Road, Bldg. A
see, Florida 32399-0696
3278 TDD 904-488-8380
4-921-7214
FAAST @freenet.scri.fsu.edu
:: http://pegasus.cc.ucf.edu/~fcenters/thome.html
Board (BB) #407-384-2103

e Information & Referral
7881 or 800-FAAST-81

REGIONAL DEMONSTRATION CENTERS

North Florida Regional Demonstration Center (NFRDC)
Aquilina C. Howell Center
2757 West Pensacola Street
Tallahassee, Florida 32304
904-487-7156 1-800-257-5044
FAX: 904-487-7297
E-mail: Crawfordl@nettally.com

Central Florida Regional Demonstration Center (CFRDC)
Tampa General Rehabilitation Center
P.O. Box 1289, Room 214
Tampa, Florida 33601-1289
813-251-7591
FAX: 813-253-4128

South Florida Regional Demonstration Center (SFRDC)
Stein Gerontological Institute
5200 NE 42nd Avenue
Miami, Florida 33137-2706
305-756-0669 Ext. 582 or 420
1-800-322-7881 - Statewide I & R
FAX: 305-795-1300
E-mail Internet: sflfaast@dcfreenet.seflin.lib.fl.us

.ITE BRANCHES

d Center for Independent Living
4th Avenue
lle, Florida 32601
7474
2-378-5582

r Independent Living
west Florida
urfield Drive
a, Florida 32503
9343
-435-1542
ilnws@gulf.net

ton Center, United Cerebral Palsy
Florida, Inc.
t Avenue
City, Florida 32401
1593
4-785-7034
.im.Harvey@Haney-faast.org

Easter Seal Society of Southwest Florida
350 Braden Avenue
Sarasota, Florida 34243
941-355-7637
FAX: 941-351-4997
E-mail: Essociety@aol.com

Easter Seal Society of Volusia and Flagler Counties, Inc.
1219 Dunn Avenue
Daytona Beach, Florida 32114
904-255-4568
FAX: 904-258-7677

Gulfstream Goodwill Industries, Inc.
1715 Tiffany Drive East
West Palm Beach, Florida 33407
407-848-7200
FAX: 407-844-6707
E-mail: p011374b@pbfreenet.seflin.lib.fl.us

Lee County Library
13240 N. Cleveland Avenue #5-6
North Fort Myers, Florida 33903
941-995-2665
FAX: 941-995-1681
E-mail: clarkal@mail.firn.edu

Hope Haven Children's Clinic and Family Center
4600 Beach Boulevard
Jacksonville, Florida 32207-4764
904-346-5100
FAX: 904-346-5111
E-mail: Flemind@mail.firn.edu

Tech of Collier County, Inc.
3984 Arnold Avenue
P.O. Box 9409
Naples, Florida 33941
941-643-4774
FAX: 941-643-5922
E-mail: faastnaple@aol.com

University of Central Florida
UCF FAASTCAT
12424 Research Parkway, Suite 301
Orlando, Florida 32826
407-384-2100
FAX: 407-384-2101
E-mail: FAAST.cat@pegasus.cc.ucf.ed

L PROJECTS

r Independent Living of North Florida
pleyard Drive
ee, Florida 32304
9621
-575-5740
ilnf@freenet.tlh.fl.us

vice Center Association
Oakland Park Blvd., Suite 306
Park, Florida 33311-1361
7200
-485-6336

Easter Seal Society of North Florida
910 Myers Park Drive
Tallahassee, Florida 32301
904-222-4465
FAX: 904-222-5909
E-mail: essnf@freenet.scri.fsu.edu

Independence for the Blind
1278 Paul Russell Road
Tallahassee, Florida 32301
904-942-3658
FAX: 904-942-4518

United Cerebral Palsy-Sunrise Community, Inc./ Lifelines
2523 Cathay Court
Tallahassee, Florida 32308
904-385-0791
FAX: 904-385-5853
E-mail: ucptal@freenet.tlh.fl.us

University of North Florida
4567 St. Johns Bluff Road, South
Jacksonville, Florida 32224
904-646-2840
FAX: 904-646-2848
E-mail: bmeers@unflum.unf.edu

The Individuals with Disabilities Education Act (IDEA) defines assistive technology as any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of individuals with disabilities.

To assist in the search for the appropriate assistive device(s) these steps should be followed:

1. Define the need for technology.
2. Document the need.
3. Identify the technology and/or services needed.
4. Determine whether Alternative Equipment meets the need.
5. Obtain necessary prescriptions for justification
6. Determine potential funding sources.
7. Submit the required paperwork to appropriate college personnel or agency.

Below are listed sources and programs that can provide the working or "hands on" knowledge to proceed in a proactive fashion.

- **A.T.E.N. Assistive Technology Education Network** Provides information, awareness, and training for students, family members, teachers, and other professionals. Services to students in Florida ages 3-21 are free of charge and includes:

  * Technical assistance
  * Resource lab
  * Assistive Technology awareness
  * Short-term loan of assistive devices (to school district LATS - Local Assistive Technology Specialists)
  * Assessment training
  * Device operation training
  * Technology use in classroom (K-12/Dual Enrollment)

  5002 N Lois Avenue
  Tampa, Florida 33614
  (800) 282-9193

  434 North Tampa Avenue
  Orlando, Florida 32805
  (800) 328-3678 Office
  (800) 558-6580 Lab
  (407) 317-3508 TT

  by computer:
  http://www.aten.ocps.k12.fl.us

- **C.I.T.E., Inc. Center for Independence, Technology, and Education**

  215 New Hampshire Street
  Orlando, Florida 32804
  (407) 898-2483
  (407) 895-5244 fax

  COMCITE@aol.com E Mail

- **DREAMMS For Kids, Inc., Assistive Technology Solutions**

  273 Ringwood Road
  Freeville, N.Y. 13068-9618
  (607) 539-3027 Phone/FAX

  DREAMMS@aol.com
  http://users.aol.com/dreams

- **FAAST Florida Alliance for Assistive Services & Technology** will assist in locating information about assistive devices, services and associated resources that may help in the home, school, community, work or play environment. (Directory provided in Section 7 - Interagency Agreements and Resources for Additional Support.)

- **CFRDC Central Florida Regional Demonstration Center**

  Tampa General Rehab Center
  PO Box 1289, Room 214
  Tampa, Florida 33601-1289
  (800) 322-7881
  (813) 251-7591 Office
  (813) 253-4128 FAX

- **FDLRS/Florida Diagnostic & Learning Resources System**

  2704 N. Highland Avenue
  Tampa, Florida 33602-1497
  (813) 276-5555

- **IDEAS Special Needs Consults Inc.**

  PO Box 180605
  Casselberry, Florida 32718-0865
  (407) 332-7770
  (407) 332-7189

VETERANS ADMINISTRATION DIRECTORY
Regional Office Designation By City

ADAMS BEACH (J)
ALICE (J)
AFFORD (P)
ALLENDALE (O)
ALTAMONTE SPRGS (O)
ALTHA (P)
ALTOONA (O)
AITURAS (O)
ALVA (RO)
ANDALUSIA (J)
ANDYTOWN (FTLA)
ANNA MARIA (RO)
ANTHONY (O)
APALACHICOLA (P)
APOLLO BEACH (RO)
APOPKA (O)
ARCADIA (RO)
ARCHER (O)
ARGYLE (P)
ARIEL (O)
ARIPEKA (RO)
ARRAN (P)
ARREDONDO (J)
ASHTON (O)
ASTATULA (O)
ASTOR (J)
ATLANTIC BEACH (J)
ATLANTIS (FTLA)
AUBURNDALE (O)
AVALON BEACH (P)
AVON PARK (RO)

B

BABSON PARK (O)
BAGDAD (P)
BAKER (P)
BALDWIN (J)
BARBERVIILE (O)
BAREFOOT BAY (FTLA)
BARTOW (RO)
BASCOM (P)
BAY LAKE (O)
BAY HARBOR ISL (FTLA)
BAYARD (J)
BAYONETE POINT (RO)
BELL (J)
BELLE ISLE (O)
BELLE GLADE (FTLA)
BELLEAIR (RO)
BELLEAIR BLUFFS (RO)
BELLEVIEW (O)
BEVERLY HILIS (RO)
BEVILLE'S CORNER (O)
BIG PINES KEY (FTLA)
BITHLO (O)
BLACKMAN (P)
BLICHTON (J)
BLOOMINGDALE (RO)
BLOUNTSTOWN (P)
BLUE SPRINGS (J)
BLUFF SPRINGS (J)
BOCA GRAND (RO)
BOCA RATON (FTLA)
BOGIA (P)
BOKEELIA (RO)
BONIFAY (P)
BONITA SPRINGS (RO)
BONITA BCH (RO)
BONITA SHORES (RO)
BOSTWICH (J)
BOULOGNE (J)
BOWLING GREEN (RO)
BOYNTON BEACH (FTLA)
BRADENTON (RO)
BRADFORDVILLE (J)
BRADLEY JUNCTION (RO)
BRANDON (RO)
BRANFORD (J)
BREWSTER (O)
BRIDGEPORT (J)
BRIGHTON (RO)
BRISTOL (J)
BROAD BRANCH (P)
BRONSON (O)
BROOKER (J)
BROOKSVILLE (RO)
BROWNSVILLE (P)
BRUCE (P)
BRYANT (FTLA)
BRYCEVILLE (J)
BUCHANAN (FTLA)
BUCKINGHAM (FTLA)
BUNNELL (O)
BUSHNELL (O)

C

CAIRO (P)
CALLAHAN (J)
CALLAWAY (P)
CAMPBELTON (P)
CAMPVILLE (J)
CANAL POINT (FTLA)
CAPE CORAL (RO)
CAPE CANAVERAL (O)
CAPE KENNEDY (O)
CAPE FLORIDA (FTLA)
CAPE HAZE (RO)
CAPPS (J)
CARNESTOWN (FTLA)
CAROL CITY (FTLA)
CARRABELLE (J)
CARYVILLE (P)
CASSELBERRY (O)
CEDAR KEY (O)
CEDAR GROVE (P)
CENTER HILLS (O)
CENTURY (P)
CHARLOTTE HARBOR (RO)
CHASON (P)
CHATTAHOOCHEE (J)
CHERRY LAKE (J)
CHIEFLAND (O)
CHIPLEY (P)
CHRISTMAS (O)
CHULUOTA (O)
CHUMUCKA (P)
CINCO BAYOU (P)
CITRA (O)
CITRUS SPRINGS (O)
CITRUS PARK (RO)
CLARCONA (O)
CLARKSVILLE (P)
CLEARWATER (RO)
CLERMONT (O)
CLEVELAND (FTLA)
CLEWISTON (RO)
COCOA BCH & COCOA (O)
COCUNUT CREEK (FTLA)
COLEMAN (O)
COLLEGE STATION (PO
COLLIER CITY (FTLA)
COMPASS LAKE (P)
CONCORD (P)
CONTONMENT (P)
COOK=S HAMMOCK (J)
COOPER CITY (FTLA)
COPELAND (RO)
CORAL GABLES (FTLA)
CORAL SPRINGS (FTLA)
CORTEZ (RO)
COTTAGE HILL (P)
COTTONDALE (P)
CRAWFORD (J)
CRAWFORDVILLE (J)
CRESCENT CITY (O)
CRESCENT BEACH (J)
CRESCENT BCH (RO) 34242
CRESTVIEW (P)
CROSS CITY (O)
CROW=S BLUFF (O)
CRYSTAL BEACH (RO)
CRYSTAL RIVER (RO)
CRYSTAL SPRINGS (RO)
CUDJOE KEY (FTLA)
CUTLER RIDGE (FTLA)
CYPRESS (P)

D

DADE CITY (RO)
DALLAS (O)
DANIA (FTLA)
DARSEY (P)
DAVENPORT (O)
DAVIE (FTLA)
DAY (J)
DAYTONA BEACH (O)
DE BARY (O)
DE LEON SPRINGS (O)
DE FUNIAK SPRINGS (P)
DEER PARK (O)
DEERFIELD BEACH (FTLA)
DELAND (O)
DELLWOOD (P)
DELRAY BEACH (FTLA)
DELTONA (O)
DESTIN (P)
DINSMORE (J)
DRS, INLET (J)
DONA VISTA (O)
DOVER (RO)
DOWLING PARK (J)
DUNDEE (O)

DUNEDIN (RO)
DUNNELLON (O)
DUPONT (J)
DURANT (RO)

E

EAGLE LAKE (O)
EAST POINT (P)
EAST PALATKA (J)
EATON PARK (RO)
EATONVILLE (O)
EBRO (P)
EDGEWATER (O)
EDGEWOOD (O)
EGLIN AFB (P)
EL PORTAL (FTLA)
ELFERS (RO)
ELIZEY (J)
ELKTON (J)
ELLAVILLE (J)
ELLENTON (RO)
ELLISVILLE (J)
ENGLEWOOD (RO)
ENSLEY (P)
ENTERPRISE (O)
ESTERO (FTLA)
ESTO (P)
EUGENE (J)
EUSTIS (O)
EVERGLADES (RO)
EVINSTON (J)

F

FADHAVEN (O)
FAIRFIELD (J)
FALMOUTH (J)
FANLEW (J)
FANNING SPRINGS (J)
FAVORETTA (J)
FEDERAL POINT (J)
FELLOWSHIP (O)
FELLSMERE (O)
FERN PARK (O)
FERNANDINO BEACH (J)
FERNDALE (O)
FLAGER BEACH (O)
FLAMINGO (FTLA)
FLAMINGO BAY (FTLA)
FLEMINGTON (J)
FLORAHOME (J)
FLORAL CITY (RO)
FLORIDA CITY (FTLA)
FOLEY (J)
FOREST CORNERS (O)
FORT BASINGER (FTLA)
FORT GREEN SPRINGS (O)
FORT LAUDERDALE (FTLA)
FORT LONESOME (RO)
FORT MC COY (O)
FORT MEADE (RO)
FORT MYERS (RO)
FORT ODGEN (RO)
FORT PIERCE (FTLA)
FORT WALTON BEACH (P)
FORT WHITE (J)
FOUNTAIN (P)
FREEPORT (P)
FRINK (P)
FROSTPROOF (O)
FRUITLAND PARK (O)

G

GAINESVILLE (O)
GARDEN CITY (J)
GARDNER (RO)
GASKIN (P)
GENEVA (O)
GEORGETOWN (O)
GIBSONIA (O)
GIBSONTON (RO)
GIFFORD (O)
GLEN ST. MARY (J)
GLENDALE (P)
GLENWOOD (O)
GODLEY'S BLUFF (P)
GOLDEN BEACH (FTLA)
GOLDEN GATE (FTLA)
GOLDENROD (O)
GOMEZ (FTL.A)
GONZALEZ (P)
GOTHA (O)
GOULDS (FTLA)
GOWER'S CORNER (RO)
GRACEVILLE (P)
GRAHAM (J)
GRAND RIDGE (P)
GRAND ISLAND (O)
GRANDIN (J)
GRANT (O)
GRAYTON BEACH (P)
GREEN ACRES CITY (FTLA)
GREEN COVE SPRINGS (J)
GREEN POINT (P)
GREENHEAD (P)
GRFENSBORO (J)
GREENVILLE (J)
GREENWOOD (P)
GRETNA (P)
GROVE CITY (RO)
GROVE PARK (J)
GROVELAND (O)
GULF BREEZE (P)
GULF COVE (RO)
GULF HAMMOCK (RO)
GULF STREAM (FTLA)
GULFPORT (RO)

H

HAGUE (J)
HAINES CITY (O)
HALLANDALE (FTLA)
HAMPTON ' (J)
HAMPTON SPRINGS (J)
HARBOR OAKS (O)
HARLEM (FTLA)
HAROLD (P)
HASTINGS (J)
HAVANA (J)
HAWTHORNE (O)
HERNANDO (O)
HIALEAH (FTLA)
HIGH SPRINGS (J)
HIGHLAND BEACH (FTLA)
HIGHLAND PARK (P)
HIGHLAND CITY (R)
HILDRETH (J)
HILLCREST HEIGHTS (O)
HILLIARD (J)
HILLSBORO BEACH (FTLA)
HOBE SOUND (FTLA)
HOLDER (O)
HOLIDAY (RO)
HOLLEY (P)
HOLLISTER (J)
HOLLY HILL (O)
HOLLYWOOD (FTLA)
HOLMES BEACH (RO)
HOLOPAW (O)
HOLT (P)
HOMELAND (O)
HOMESTEAD (FTLA)
HOMOSASSA SPRINGS (RO)
HOPINS (O)
HOSFORD (J)
HOWARD (FTLA)
HOWEY-IN-THE-HILLS (O)
HUDSON (RO)
HUPOLUXO (FTLA)
HURLBURT AFB (P)

I

IMMOKALEE (RO)
INDIALANTIC (O)
INDIAN HARBOR BCH (O)
INDIAN LAKE ESTATES (O)
INDIAN RIVER SHORES (O)
INDIAN ROCKS BEACH (RO)
INDIAN SHORES (RO)
INDIAN TOWN (FTLA)
INGLIS (O)
INTERCESSIOIN CITY (O)
INTERLACHEN (O)
INVERNESS (RO)
ISLAMORADO (FTLA)
ISLAND GROVE (J)
IVAN (P)

J

JACKSONVILLE BEACH (J)
JAMIESON (P)
JASPER (J)
JAY (P)
JENNINGS (J)
JENSON BEACH (FTLA)
JOHNSON (J)
JUNE PARK (O)
JUNO BEACH (FTLA)
JUPITER (FTLA)

K

KATHLEEN (RO)
KENANSVILLE (O)
KENDALL (FTLA)
KENDRICK (O)
KEY COLONY BCH (FTLA)
KEY LARGO (FTLA)
KEY WEST (FTLA)
KEYSTONE HEIGHTS (J)
KINARD (P)
KINGSLEY (J)
KISSIMMEE (O)
KNIGHTS (RO)
KORONA (J)

L

LA BELLE (RO)
LACOOCHEE (O)
LACROSSE (J)
LADY LAKE (O)
LAGUNA BEACH (P)
LAKE ALFRED (O)
LAKE BUENA VISTA (O)
LAKE BUTLER (J)
LAKE CITY (J)
LAKE CLARKE SHR (FTLA)
LAKE COMO (J)
LAKE FERN (RO)
LAKE FORREST (FTLA)
LAKE GENEVA (J)
LAKE HAMILTON (O)
LAKE HARBOR (FTLA)
LAKE HELEN (O)
LAKE WORTH (FTLA)
LAKE MARY (O)
LAKE MONROE (O)
LAKE PANASOFFKEE (O)
LAKE PARK (FTLA)
LAKE PLACID (RO)
LAKE PORT (RO)
LAKE WALES (O)
LAKELAND (RO)
LAKEWOOD (P)
LAMONT (J)
LAND O' LAKES (RO)
LANTANA (PTLA)
LARGO (RO)
LAUDERDALE LAKES (FTLA)'
LAUDERDALE-BY-THE-SEA (FTLA)
LAUDERHILL (FTLA)
LAUREL (RO)

ONA (RO)
ONECO (RO)

LAUREL HILL, (P)
LAWTEY (J)
LEBANON STATION (RO
LECANTO (O)
LEE (J)
LEESBURG (O)
LEHIGH ACRES (RO)
LEISURE CITY (F)
LEONIA (P)
LIGHTHOUSE POINT (FTLA)
LITHIA (RO)
LIVE OAK (J)
LLOYD (J)
LOCHLOOSA (J)
LOCKHART (O)
LONGBOAT KEY (RO)
LONGWOOD (O)
LOUGHMAN (O)
LOWELL (O)
LOWER MATECUMBE BCH (FTLA)
LOXAHATCHEE (FTLA)
LULU (J)
LUTZ (RO)
LYNN (O)
LYNN HAVEN (P)

M

MACCLENNY (J)
MADEIRA BEACH (RO)
MADISON (J)
MAITLAND (O)
MALABAR (O)
MALONE (P)
MANALAPAN (FTLA)
MANGO (RO)
MANGONIA PARK (FTLA)
MAKATHON (FTLA)
MARCO ISLAND (RO)
MARGATE (FTLA)
MARIANNA (P)
MARINE LAND (O)
MARION OAKS (O)
MARTIN (O)
MARY ESTHER (P)
MASCOTTEE (O)
MATLACHA (RO)
MAXVILLE (J)
MAYO (J)
MAYPORT (J)
MAZARYK TOWN (RO)
MC ALPIN (J)
MC DAVID (P)
MC INTOSH (J)
MC NELLS (P)
MEDART (P)
MEDLEY (FTLA)
MELBOURNE (O)
MELROSE (J)
MEMPHIS (RO)
MERRITT ISLAND (O)
MEXICO BEACH (P)
MICANOPY (O)
MICCO (O)
MIDDLEBURG (J)
MIDWAY (J)
MIKESVILLE (J)
O'NELL (J)
OPA LOCKA (FTLA)

MILES CITY (FTLA)
MILLER CROSSROADS (P)
MILLIGAN (P)
MILTON (P)
MIMS (O)
MINNEOLA (O)
MIRAMAR (FTLA)
MOLINO (P)
MONROE STATION (FTLA)
MONROE'S CORNER (O)
MONTICELLO (J)
MONTVERDE (O)
MOORE HAVEN (RO)
MORRISTON (O)
MOSSY HEAD (P)
MOULTRIE (J)
MT. CARRIE (J)
MT. DORA (O)
MT. PLEASANT (P)
MULBERRY (RO)
MUNSON (P)
MURDOCK (RO)
MYAKKA CITY (RO)

N

NAPLES (RO)
NARANJA (FTLA)
NATIONAL GARDENS (J)
NAVARRE (P)
NEPTUNE BEACH (J)
NEW HARMONY (P)
NEW HOPE (P)
NEW POINT COMFORT (RO)
NEW PORT (P)
NEW PORT RICHEY (RO)
NEW RIVER (J)
NEW SMYRNA BEACH (O)
NEWBERRY (O)
NICEVILLE (P)
NOBLETON (RO)
NOCATEE (RO)
NOKOMIS (RO)
NORTH BAY VILLAGE (FTI
NORTH PORT (RO)

O

OAK HILL (A)
OAKLAND PARK (FTLA)
OAKLAND (O)
O'BRIEN (J)
OCALA (O)
OCEAN RIDGE (FTLA)
OCHOPEE (FTLA)
OCOEE (O)
ODESSA (RO)
OJUS (FTLA)
OKAHUMPKA (O)
OKEECHOBEE (FTLA)
OKEELANTA (FTLA)
OKLAWAHA (O)
OLD TOWN (O)
OLDSMAR (RO)
OLUSTEE (J)

ORANGE CITY (O)
ORANGE HEIGHTS (J)

ORANGE LAKE (O)
ORANGE PARK (J)
ORANGE SPRINGS (J)
ORCHID (O)
ORLOVISTA (O)
ORMOND BEACH (O)
ORMOND BY THE SEA (O)
ORTONA (FTLA)
OSLO (O)
OSPREY (RO)
OSTEEN (O)
OTTER CREEK (J)
OVERSTREET (P)
OVIEDO (O)
OWL'S HEAD (P)
OXFORD (O)

P

PACE (P)
PAHOKEE (FTLA)
PAISLEY (O)
PALATKA (J)
PALM BAY (O)
PALM BEACH (FTLA)
PALM CITY (FTLA)
PALM COAST (O)
PALM HARBOR (RO)
PALM SHORES (O)
PALM SPRINGS (FTLA)
PALMDALE (FTLA)
PALMETTO (RO)
PANACEA (J)
PANAMA CITY (P)
PANASOFFKEE (RO)
PARKER (P)
PARRISH (RO)
PASCO (RO)
PATRICK AFB (O)
PAXTON (P)
PEMBROKE PINES (FTLA)
PENNEY FARMS (J)
PENNSUCO (FTLA)
PENSACOLA (P)
PERRINE (FTLA)
PERRY (J)
PETERS (FTLA)
PIERCE (RO)
PIERSON (O)
PINE CASTLE (O)
PINE HILLES (O
PINELLAS PARK (RO)
PINETTA (J)
PINEY POINT (RO)
PINLAND (J)
PLACIDA (RO)
PLANT CITY (RO)
PLANTATION (FTLA)
PLYMOUTH (O)
POINT WASHINGTON (P)
POLK CITY (O)
POMONA PARK (J)
POMPANO BEACH (FTLA)
PONCE DE LEON (P)
PONCE INLET (O)
TAVARES (O)
PONTE VEDRA BEACH (J)
PORT CHARLOTTE (RO)
PORT EVERGLADES (FTLA)
PORT MANATEE (RO)
PORT MAYACA (FTLA)
PORT ORANGE (O)
PORT RICHEY (RO)
PORT ST. JOE (P)
PORT ST. LUCIE (FTLA)
PORT SALERNO (R)
PORT SEWALL (FTLA)
PORTLAND (P)
PRINCETON (FTLA)
PROVIDENCE (O)
PUNTA GORDA (RO)
PUNTA RASSA (RO)
PUTNAM HALL (J)

Q

QUINCY (J)

R

RAIFORD (J)
RALEIGH (J)
RED LEVEL (RO)
RED BAY (P)
REDDICK (O)
REDINGTON BEACH (RO)
REDINGTON SHORES (RO)
RICHMOND HEIGHTS (FTLA)
RIDGE MANOR (RO)
RIVERVIEW (RO)
RIVIERA BEACH (FTLA)
ROCK HARBOR (FTLA)
ROCKDALE (FTLA)
ROCKLEDGE (O)
ROSELAND (O)
ROTONDA (RO)
ROUND LAKE (P)
ROYAL PALM (FTLA)
ROYAL PALM BCH (FTLA)
RUBONIA (RO)
RUSKIN (RO)

S

SAFETY HARBOR (RO)
ST. AUGUSTINE (J)
ST. CATHERINE (O)
ST. CLOUD (O)
ST. JAMES CITY (RO)
ST. LEO (RO)
ST. MARKS (J)
ST. MARY'S (J)
ST. TERESA (P)
SALEM (J)
SALERNO (FTLA)
SAMOSET (RO)
SAN ANTONIO (RO)
SAN CARLOS PARK (FTLA)
SAN MATEO (J)
SANDERSON (J)

TAVERNIER (FTLA)
SANFORD (O)
SANIBEL (RO)
SANTA ROSA BEACH (P)
SARASOTA (RO)
SATELLITE BEACH (O)
SATSUMA (J)
SCOTTSMOOR (O)
SEA RANCH LAKES (FTLA)
SEAGROVE BEACH (P)
SEBASTIAN (O)
SEBRING (RO)
SEFFNER (RO)
SEMINOLE (RO)
SEVILLE (O)
SEWALL'S POINT (O)
SHADY (O)
SHADY GROVE (J)
SHALIMAR (P)
SHAMROCK (O)
SHARPES (O)
SILVER SPRINGS (O)
SINGER ISLAND (FTLA)
SNEADS (P)
SOLANA (RO)
SOPCHOPPY (P)
SORRENTO (O)
SOUTH BAY (FTLA)
SOUTH FLOMATON (P)
SOUTHPORT (P)
SPANISH HARBOR (FTLA)
SPARR (O)
SPRING LAKE (RO)
SPRING HILL (RO)
SPRINGFIELD (P)
SPRINGSIDE PARK (J)
STARKE (J)
STEEL CITY (P)
STEINHATCHEE (O)
STUART (FTLA)
SUGAR LOAF SHORES (FTLA)
SUMATRA (P)
SUMMERFIELD (O)
SUMMERLAND KEY (FTLA)
SUMTERVILLE (O)
SUN CITY (RO)
SUNLAND GARDENS (FTLA)
SUNNYSIDE (J)
SUNRISE (FTLA)
SURFSIDE (FTLA)
SUWANNEE (J)
SWEET GUM HEAD (P)
SWEETWATER (FTLA)
SYLVAN PARK (O)

T

TAFT (O)
TALLAHASSEE (J)
TALLAVAST (RO)
TAMARAC (FTLA)
TAMPA (RO)
TANGERINE (O)
TARPON SPRINGS (RO)

TELOGIA (J)

TEMPLE TERRACE (RO)
TENNILE (J)
TEQUESTER BEACH (FTLA)
TERRE CEIA (RO)
THOMAS CITY (J)
TICE (FTLA)
TITUSVILLE (O)
TREASURE ISLAND (RO)
TRENTON (O)
TRILBY (RO)
TRONOTASASSA (RO)
TYNDALL AFB (P)

U

ULETA (FTLA)
UMATILLA (O)
UNION PARK (O)

V

VALKARIA (O)
VALPARAISO (P)
VALRICO (RO)
VENICE (RO)
VENUE (FTLA)
VERMONT HEIGHTS (J)
VERNON (P)
VERO BEACH (O)
VICKSBURG (P)
VOLUSI (O)

W

WABASSO (O)
WACISSA (J)
WAKULLA (J)
WALDO (J)
WALNUT HILL (P)
WARD RIDGE (P)
WARRINGTON (P)
WATERTOWN (J)
WAUCHULA (RO)
WAUKEENAH (J)
WAUSAU (P)
WAVERLY (RO)
WEBSTER (O)
WEEKI WACHEE (O)
WEIRSDALE (O)
WELAKA (J)
WELLBORN (J)
WESLEY CHAPEL (RO)
WEST PALM BEACH (FTLA)
WESTBAY (P)
WESTVILLE (P)
WESTWOOD LAKE (FTLA)
WEWAHITCHKA (P)
WHITE CITY (FTLA)
WHITE SPRINGS (J)
WHITEHOUSE (J)

WILBUR-BY-THE-SEA (O)
WILDWOOD (O)
WILLISTON (O)
WILTON MANORS (FTLA)
WIMAUMA (RO)
WINDERMERE (O)
WINSTON (RO)
WINTER BEACH (O)
WINTER GARDEN (O)
WINTER HAVEN (O)
WINTER PARK (O)
WINTER SPRINGS (O)
WOODVILLE (J)
WORTHINGTON SPRINGS (J)
WYNN HAVEN (P)

Y

YALAHA (O)
YANKEETOWN (O)
YEEHAW JUNCTION (O)
YOUNGSTOWN (P)
YUKON (J)
YULEE (J)

Z

ZELLWOOD (O)
ZEPHYRHILLS (RO)
ZOLFO SPRINGS (RO)

SECTION 8

KEY COMMUNITY COLLEGE AND UNIVERSITY CONTACTS

SECTION 9

SUPPORT SERVICES BY COLLEGE AND DISABILITY

SECTION 10

AASSORTED PEARLS@

APEARLS@: SMALL IDEAS OF GREAT VALUE

Over time, each of the 28 community colleges has been providing services for students with disabilities with variable funding and staffing patterns. Often, the needs of students have prompted the development of creative and low-cost solutions to common problems.

This section of the handbook is designed to be a repository for >good ideas= that have worked for you and, now, can be shared with other counselors and advisors in the community college system.

Please offer your >good ideas= on the AAssorted Pearls@ form to the Director of Educational Opportunity Programs, Division of Community Colleges, who will include them in the first update of this handbook. (See form following the next page.)

The following are sample Apearls@ for starters:

1. Students with disabilities that affect finger dexterity often need to take a basic class in AKeyboarding Skills@ despite the inability to meet the speed requirements for the class syllabus. With documentation of the disability the class is converted by the Chair of the Business Department to Personal Keyboarding (05T 2930) which follows the same syllabus but increases the earned grade by one letter grade (eg. a AC@ becomes a AB@) as a reasonable accommodation for this disability. (Valencia)

2. When students using wheelchairs were unhappy with their inability to Aroll across the stage@ for graduation, Physical Plant designed a tasteful, metal ramp for each side of the stage. The L-shaped ramps (graded at 1:20) have had rails, are fully banked with potted shrubs and flowers, and are used by all students, making the access comfortably and beautifully accessible for everyone. (Valencia)

3. The Foundation of one college (VCC) has established endowed scholarship funds for students with disabilities. Each fund becomes fully endowed at $20,000, with the increases often coming from annual golf tournaments, e.g., the Orlando Amateur Golfer=s Association Scholarship, the West Orlando Rotary Club Charles Croll Scholarship. The scholarships provide tuition and books, each semester with a 2.5 GPA or $500 cash depending on the student=s circumstances. (Valencia)

4. Central Florida Community College (CFCC) has established an Assessment Center. The college encourages students with disabilities to undergo a vocational/academic assessment to help students realize their potential and maximize their opportunities. CFCC will pay for the testing of all students with disabilities, and the extensive new Assessment Center will be accessible to all students. The assistive technologies involved include adjustable workstations, large screen monitors and accessible software.

5. CFCC also sees the necessity of Modified Occupational Completion Points (MOCP) in vocational education as paramount to a student=s success today. Development of individual success plans should include the transitional steps of modified completion points. The intermediate target instills a sense of success for the student and rewards business and industry with a reliable asset, i.e. the skilled worker. Students with disabilities need

MOCP=s to underline their abilities and opportunities. Gaining the education and skills necessary to become a self-sufficient member of society remains the goal of many students with disabilities. For example, if students can attain the goal of becoming yard workers, rather than horticulture workers, success is theirs. Meanwhile, armed with a Competency Certificate, which details areas of mastery versus areas in which they need additional training, the students come to their new employers with preset goals.

AASSORTED PEARLS©

Name of contact person _____

Name of community college _____

Telephone number: _____

Short description of your Apearl©:

Necessary personnel/equipment/agencies:

Approximate cost: _____

Submit this form to the following: Policy Director
Educational Opportunity Programs
State Board of Community Colleges
1314 Turlington Building
Tallahassee, FL 32399

(copy this form as needed)

SECTION 11

RELEVANT LAWS, RULES, AND REGULATIONS

RELEVANT LAWS, RULES, AND REGULATIONS

I. Florida Educational Equity Act

II. Section 240.152 and 240.153, F.S.

III. Community Colleges HIV and AIDS Policy

IV. State Board of Education (SBE) Rule 6A-10.041 - Substitution for Requirements of Admission to Postsecondary Institutions, Graduation, Study Program Admission and Upper Division Entry

V. State Board of Education (SBE) Rule 6A-19.001 Through 6A-19.010, FAC - Legal Requirements Regarding Student Access

VI. Section 504, Rehabilitation Act of 1973

VII. Americans with Disabilities Act (ADA) and Comment Section

VIII. Section 508, Rehabilitation Act of 1973 - Electronic and Information Technology Accessibility Guidelines and Section 103 - Technology Related Assistance for Individuals with Disabilities Act Amendments of 1994 and Policy Guidance

IX. Vocational Education Programs - Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap

X. Chapter 96-200 - Parking for Persons Who Have Disabilities

BACK COVER

STATE BOARD OF COMMUNITY COLLEGES

TASK FORCE TO REVIEW THE NEEDS OF STUDENTS WITH DISABILITIES

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suncom 278-1721 ext. 116

Acknowledgment

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May 2000

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1997-98

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